

## The University of San Francisco USF Scholarship: a digital repository @ Gleeson Library | Geschke Center

---

Master's Projects and Capstones

Theses, Dissertations, Capstones and Projects

---

Summer 8-17-2016

# A Pilot Program to Promote Higher Education: Summer Support Workshop

Nicole Bahbout

University of San Francisco, [nbahbout@gmail.com](mailto:nbahbout@gmail.com)

Follow this and additional works at: <https://repository.usfca.edu/capstone>



Part of the [Higher Education Commons](#), and the [Student Counseling and Personnel Services Commons](#)

---

### Recommended Citation

Bahbout, Nicole, "A Pilot Program to Promote Higher Education: Summer Support Workshop" (2016). *Master's Projects and Capstones*. 368.

<https://repository.usfca.edu/capstone/368>

This Project/Capstone is brought to you for free and open access by the Theses, Dissertations, Capstones and Projects at USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in Master's Projects and Capstones by an authorized administrator of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact [repository@usfca.edu](mailto:repository@usfca.edu).

A Pilot Program to Promote Higher Education:

Summer Support Workshop

BH 645: Masters of Science in Behavioral Health Capstone

Nicole Bahbout

University of San Francisco

## Executive Summary

### Overview

This report discusses the importance of educational attainment for the underserved community, particularly for youth raised in or near San Francisco's Tenderloin. It identifies the reasons why low-income, first-generation students have trouble matriculating into college, and considers the current efforts that address this issue.

Based on the literature and the data analyzed, De Marillac Academy's Graduate Support Program staff designed and implemented the Summer Support Workshop, a pilot program intended to assist high school graduates as they transition into post-secondary life. This paper presents the research and the findings that support the project's development.

### Introduction

For underserved children and families, post-secondary education is an opportunity to alter life's trajectory and escape from poverty. Educational attainment affects future generations and has significant financial, health, and social benefits. Although higher education is strongly encouraged by academic institutions and stakeholders, research reveals that due to the complexity of tasks and financial problems, many low-income, first-generation, and college-intending students alter or cancel their post-secondary plans. This phenomenon, recognized by Castleman and Page as the *summer melt*, has impacted the rates of college matriculation, retention, and educational attainment (2014). Subsequently, these challenges of educational enrollment and persistence are present among the graduates of De Marillac Academy; a fourth through eighth-grade Catholic institution that provides high-quality education to San Francisco's underserved population.

**Findings**

De Marillac Academy supports students beyond its school walls with the Graduate Support Program, a six-phase program that aims to provide students with academic, financial, and social/emotional counseling during high school and post-secondary life. Despite the continuous care offered, the Graduate Support Program still faces challenges in meeting all of the student needs presented during the transitional period from high school and into post-secondary life. Students either do not enroll in the institution they intend to, or they do not persist through college. As a result, De Marillac Academy has chosen to increase its services and pilot the Summer Support Workshop, a comprehensive and educational program providing graduating seniors with the knowledge and skills needed for a life-changing transition.

To positively influence the community, state, and nation by improving college matriculation and retention in underserved populations, many institutions have designed summer programs that address academic content knowledge, academic behavior, cognitive skills, contextual skills, and mental health. Based on the current efforts identified in the recent literature and the primary data collected during surveys, focus groups, and interviews, this complex project will focus on seven key themes: time management, stress and mindfulness, finance, family support, campus resources, skills for the future, and persistence.

**Conclusion**

Kicking off on June 9, 2016, this mandatory, six-day program will occur at De Marillac Academy over eight weeks in June and July. This workshop, designed to focus on the seven aforementioned themes, will educate and support all graduating seniors on the daily skills necessary for post-secondary success and the essential skills for educational attainment. After

completion of the workshop, the Graduate Support Program staff will review student evaluations and make any modifications needed for future program success. Implementing this project will provide researchers with more findings, support matriculation and retention among current and future high school graduates, and improve the level of educational attainment among those in the underserved community, thereby supporting the state and nation.

## **Review of the Literature**

### **Introduction**

College is an educational and experiential opportunity that functions as a gateway for a safer and healthier life. This paradigm is especially important for individuals coming from underserved communities and whose opportunities and resources are limited. In an effort to break free from poverty, many low-income, first-generation students identify as college-intending, but will alter, postpone, or cancel their post-secondary plans during the summer after high school graduation. An unsuccessful transition into any post-secondary institution can lead to poor educational attainment among low-income students. As a result, researchers have studied and explored ways to address this challenging period to prevent the detrimental consequences it can have on the individual, community, state, and nation.

### **Significance**

The value of education continues to grow at micro and macro levels. While high school was once sufficient for life success, it is now a preliminary form of education. Data indicates that from 1940 to 2015, the percentage of high school graduates who were 25-years and older increased by over three-fold, from 25% to 88% (Ryan & Bauman, 2016). Furthermore, 2015 reports showed that 33% of adults had at least a bachelor's degree, indicating a more than a five-

fold increase since 1940 (Ryan & Bauman, 2016). In a review of recent literature, degree completion produced short and long-term benefits to an individual's financial abilities, health status, and social contributions (Perna & Swail, 2001).

**Financial Benefits.** Consistent with Perna and Swail's findings (2001), scholars have discovered a causal relationship between higher education and lifetime earnings. In 2015, the U.S. Department of Labor and U.S. Bureau of Labor Statistics reported that individuals with a bachelor's degree were two times more likely to have a job and earn \$1,137 per week, compared to \$678 earned weekly by those with only a high school diploma (Bureau of Labor Statistics, 2016). In addition to increasing the amount of resources and opportunities available, higher earnings suggest higher job satisfaction and lower levels of financial stress (Pew Research Center, 2014).

**Health Benefits.** Educational attainment and increased earnings not only reduce high levels of stress, a risk factor for more serious health problems like heart disease, but they also lower public welfare, thereby improving the health, hygiene, and well-being of individuals and their families (Perna & Swail, 2001). In 2001, Williams (as cited by Barr, 2008) discovered a direct relationship between lower incomes and higher death rates. This finding, later confirmed by many other researchers, was emphasized by Dr. Barr, author of *Health Disparities in the United States*, who indicated that degree completion, health status, and life expectancy are strongly correlated (Barr, 2008).

**Social Benefits.** Education affects more than just one individual. Although it will determine a person's employment, health, and lifestyle, these elements influenced by education, can ripple and influence public healthcare dependency, crime, volunteerism, civic engagement,

and tax revenue within a community (Perna & Swail, 2001). These local impacts can soon shape the state and nation. Subsequently, a proper transition into higher education is not only an individual problem, but is a national concern that can change the country's trajectory.

### **Causes of Poor Matriculation**

Even though people know the importance of higher education, underserved high school seniors fail to matriculate into college the fall after graduation. This major setback, known as the *summer melt* was first defined by Castleman and Page (2014) who analyzed 500 low-income, first-generation, nonwhite students, and found that 33% reconsidered college plans or changed intending college, and 20% decided not to begin college at all.

Summer melt is a well-known concern that is publicly recognized by academic scholars and administrators. To tackle and identify potential solutions to this issue, researchers investigated the contributing factors that influence the college-decision making process. In 1987, Hoesler and Gallagher (as cited by Castleman, Arnold, & Wartman, 2012; Cox, 2016; De La Rosa, 2012) identified three distinct stages, later recognized by other scholars, which high school students experience: predisposition to attend college, search for potential institutions, and final choice. During these stages, students receive internal and external messages to which they must interpret and respond (Eidimtas & Juceviciene, 2014). Ideas pertaining to "economic background, socio-cultural characteristics, and cultural and social capital" are some of the many influential factors that students consider (Martinez, 2013, p.22).

**Financial Literacy.** The literature reviewed announces that poverty and low financial literacy have the most impact on educational attainment. Low-income students seeking to pursue education beyond high school place a significant financial burden on their family, thereby

prompting many to forgo enrollment or persistence in a post-secondary institution (Driscoll, 1999; Eidimtas & Juceviciene, 2014; Martinez, 2013). Aside from the day-to-day exigencies already faced, college-intending students need to consider the price of transportation, moving, food, school supplies, career prospects, etc. (Cox, 2016; Eidimtas & Juceviciene, 2014). Although these additional costs may promote and enable educational achievement and long-term success, they account for only a small portion of post-secondary expenses.

Recognizing the elevated cost of education, financial aid awards are a prerequisite for underserved college-bound students. Research indicates that nearly half of counselor-student discussions involved questions about financial aid and college funding (Castleman, Arnold, & Wartman, 2012). Similarly, scholars found that financial aid documents, interpretation of financial awards, and complicated family structures were particularly confusing for students needing to decipher and complete college forms (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009; Castleman, Arnold, & Wartman, 2012; Cox, 2016; Martinez, 2012; Naranjo, Pang, & Alvarado, 2015). While Cox (2016) believed that financial literacy was unrelated to in-classroom success, findings showed that families with low financial literacy skills made mistakes on financial documents which later disqualified applicants from financial aid and eliminated the option for college.

Even though De La Rosa (2012) believes that one's perception of receiving financial aid influences college enrollment, data shows that students ultimately struggle to cover the direct costs of education. In a recent study, scholars found that students who enrolled in a 4-year college faced a minimum of a \$6,000 gap between their budget for higher education and their financial aid award (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009; Castleman, Arnold, & Wartman, 2012; De La Rosa, 2012). Although loans may satisfy these unmet needs,



low-income families do not consider short-term costs and debt as a long-term investment for the future, and consequently choose to pursue work over higher education (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009; Castleman, Page, & Schooley, 2014; Cox, 2016; De La Rosa, 2012).

**Informational Literacy.** Especially true among students whose families and close networks lack direct college experience, summer is a “turbulent period” when left alone to decipher and complete the large volume of paperwork necessary for matriculation (Castleman & Page, 2014, p.206; Castleman, Page, & Schooley, 2014). Despite national attempts to make preschool through Grade 16 a continuous process, high school counselors terminate services the summer after graduation (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009). Instead, institutions expect students to understand pertinent information despite any formal guidance and support after high school.

Although families try their best to read and properly fill out college admission forms, many face informational barriers that hinder success (Castleman & Page, 2014; Castleman, Page, & Schooley, 2014). Low English proficiency skills are particularly problematic for students required to interpret and complete essential academic forms, navigate the schools’ online web portals, and register for classes (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009; Castleman & Page, 2014; Castleman, Page, & Schooley, 2014; Driscoll, 1999). Students lacking extensive knowledge and understanding of vital information tend to evade essential tasks or inaccurately complete necessary forms, consequently making them ineligible for post-secondary admission.

**Cultural and Family Influence.** Many first-generation students, whose parents have not earned more than a high school degree, are under-represented at four-year colleges (Engle, Bermeo, & O'Brien, 2006). Students whose families are unaware of the college process are more disadvantaged than students receiving parental guidance. Consequently, first-generation students often choose to delay entry into a post-secondary program, and/or leave college twice as early as their peers (Engle, Bermeo, & O'Brien, 2006). Considering this demographic barrier and the intergenerational influence parental education has, family plays a crucial role in hindering or facilitating the financial, health, and social well-being of future generations.

In addition to such impacts, researchers found that first-generation, low-income students prioritized family needs and wants above their own, a common Latino tendency known as *familism* (Feldman, Trupin, Walker, & Hansen, 2013; Martinez, 2013). Not surprisingly, a high proportion of students who struggle to matriculate into college come from Latino descent, suggesting that family structure and cultural values influence an adolescent's final decision to alter or cancel post-secondary plans (Driscoll, 1999; Martinez, 2013).

Martinez (2013) identified three underlying family cultures that influence a student's final college decision: loyalty, solidarity, and reciprocity. Data suggests that Latino parents impose hostility or guilt over their children, for fear that post-secondary plans would reduce family collectiveness (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009; Martinez, 2013). Similarly, studies found that students anticipated receiving less family support if they chose to leave home, thereby pressuring them to cancel post-secondary plans or selecting schools geographically closer to home (Castleman, Arnold, & Wartman, 2012; Martinez, 2013).

Complex family arrangements, such as living in temporary housing or having multiple guardianships, place students at higher risk for financial ramifications that complicate the process to complete financial forms (Cox, 2016; Driscoll, 1999; Martinez, 2013). Despite the desire for higher education, De La Rosa (2012) found that 46.7% of students viewed education as secondary to paid employment. In similar studies, students said that they felt more obliged to sacrifice school in order to work or assist with family obligations, a cultural act of family devotion and reciprocity (Cox, 2016; Martinez, 2013).

Researchers found that because families have a strong influence over post-secondary decisions, they often compromise with, and eventually convince, children to attend a local program before transferring to their choice institution (Martinez, 2013). Furthermore, studies found that peer relationships influence a student's final choice school, as students feel impelled to remain closer to non-college-bound friends (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009; Eidimtas & Juceviciene, 2014). Despite the cultural, financial, and interpersonal benefits students may encounter after renegotiating post-secondary plans, low-income students who delay higher-education or attend a two-year institution have lower educational attainment (Bozick & DeLuca, 2005).

### **Current Efforts**

Given the high prevalence of the summer melt, numerous studies analyzed methods to address and support students transitioning into post-secondary life. While early researchers found that students needed social/emotional and mental health support, this was not enough (Castleman, Arnold, & Wartman, 2012). Moreover, Sablan (2014) proposed four basic components for college success: academic content knowledge, academic behavior, cognitive

skills, and contextual skills. As a result, students who feel academically and socially integrated into their academic program are more likely to persist and complete college than those who do not (Castleman, Arnold, & Wartman, 2012; Engle, Bermeo, & O'Brien, 2006).

Evidence proves that students who attend a summer program perform better during their first year of college and persist longer than students who do not attend summer programs (Hicks, 2005). This finding supported popularity for Big Picture schools, a network of schools known for its success in graduating and sending a high percent of non-white, urban, first-generation, and disadvantaged students to college (Arnold, Fleming, DeAnda, Castleman, & Wartman, 2009; Castleman, Arnold, & Wartman, 2012). In 2012, Castleman, Arnold, and Wartman found that among this same population, college matriculation increased by 15% among students who received support about: gaps between financial aid and cost of attendance, understanding required admission paperwork, connecting with an intended college, and confronting social/emotional barriers pertaining to relationship pressures.

Though researchers would like to identify specific skills that should be included in summer curriculums, Perna and Swail (2001) strongly recommended that curriculums incorporate technology to complement student learning (Sablan, 2014). Although its significance varied across sites, Castleman and Page (2015) stated that automated and personalized text message reminders about pre-matriculation tasks are a cost-effective strategy that counselors could use to increase awareness. Aside from texting professionals, connection with peer mentors increased student interactions and their perception of social norms and post-secondary life (Castleman & Page, 2014).

Conducting summer programs helps guide a defined population of the college-intending down the college pathway to greater success (Castleman, Arnold, & Wartman, 2012; Castleman & Page, 2014). In addition to improving the rates of initial college enrollment, summer programs increase post-secondary persistence and success (Castleman, Arnold, & Wartman, 2012; Castleman & Page, 2014). For that reason, these two critical elements are crucial when trying to help individuals avoid the detrimental consequences of low educational attainment.

After a thorough review of the literature, Table 1 summarizes the illustrative solutions currently used to increase matriculation. An unsuccessful transition into post-secondary life can have detrimental consequences and reduce retention among first-year college students. Problematic among low-income and first-year students, this concern is a high priority issue at De Marillac Academy.

Table 1

*Literature Summary of Current Efforts to Increase College Matriculation*

Current Efforts	
Academic Content Knowledge	<ul style="list-style-type: none"> <li>• Evaluating writing skills</li> <li>• Supporting basic academic subjects</li> </ul>
Academic Behavior	<ul style="list-style-type: none"> <li>• Promoting time management skills</li> <li>• Encouraging helpful study skills</li> </ul>
Cognitive Skills	<ul style="list-style-type: none"> <li>• Teaching problem solving skills</li> <li>• Teaching critical analysis skills</li> </ul>
Mental Health	<ul style="list-style-type: none"> <li>• Stress management skills</li> <li>• Communication with peer mentors</li> <li>• SMS reminders from professionals</li> </ul>
Contextual Skills	<ul style="list-style-type: none"> <li>• Completing registration forms</li> <li>• Completing academic paperwork</li> <li>• Navigating online portal</li> <li>• Assistance with financial planning</li> <li>• Info on financial aid forms</li> <li>• Knowledge of campus resources</li> </ul>

## **Project Agency**

### **Agency**

Established in 2001, De Marillac Academy (DMA) recently celebrated its 15th anniversary. Co-sponsored by the Daughters of Charity and De La Salle Christian Brothers, DMA is a fourth through eighth grade, tuition-free Catholic institution, strategically placed in San Francisco's poorest neighborhood, the Tenderloin. The school is comprised of 68% Latinos and 18% Asian Pacific Islanders (De Marillac Academy [DMA], n.d.). Among all students, 91% are extremely low-income and receive approximately \$25,000 per year, 30% less than San Francisco's median family income (City-Data, 2016; DMA, n.d.). DMA's vision is to prevent socio-economic status from limiting the potential of students and graduates by increasing life's opportunities (DMA, n.d.). Hence, its mission is to provide a life-changing and educational experience for the underserved living in or near the Tenderloin.

Modeled after the NativityMiguel school movement that occurred in New York over 40 years ago, DMA was designed to increase the number of inner-city schools and lower the costs of private education. Although DMA embraces the Lasallian and Vincentian core principles, it accepts students of all religious faiths and backgrounds. Stemming from De La Salle Christian Brothers, the Lasallian principles include: faith in the presence of God, quality education, concern for the poor and social justice, respect for all persons, and community inclusiveness, regardless the members' diversity. Vincentian principles stem from the Daughters of Charity and create an environment which is integrative, creative, holistic, flexible, person-oriented, focused on service to the poor, and with excellent teaching and methodologies. These ten philosophies, along with the Schoolwide Learning Expectations: responsibility, compassion,

gratitude, perseverance, leadership, and integrity, have helped shape and create the present day DMA.

Having begun as a sixth grade school serving only 19 students, DMA has expanded and grown to serve 119 students in Grade 4-8 per year (DMA, n.d.). The extended nine-hour school day, 12:1 student to teacher ratio, and the variety of co-curricular activities, provides DMA students with unique and individualized attention. Given this specialized structure, students receive countless opportunity to learn various life-changing short- and long-term skills.

De Marillac Academy (DMA), embodying a holistic and educational model, supports the underserved community beyond its classroom walls. Thus far, 231 DMA students have graduated from Grade 8 and receive continuous support as they move through high school and post-secondary education (DMA, n.d.). Data shows that while 87% of students are enrolled or have completed high school, and 64% of students have graduated or are still enrolled in some form of post-secondary education (DMA, n.d.). During this process, students and families receive year-round counseling, academic support, and financial assistance from the Graduate Support Program (GSP), a DMA service directed by Lauren Stevens Deshotels and the Program Coordinator, Evan Vaughan.

### **Project Summary**

Given the importance of higher educational attainment, the Graduate Support Program (GSP) chose to create and implement a new project titled, Summer Support Workshop. Nicole Bahbout, the GSP intern, believes that overall experience of college is highly stressful. Consequently, she decided to assist GSP from January until August 2016, and ease the challenging summer transition for graduating seniors. During her placement, she will have worked with the project team, Lauren Stevens Deshotels and Evan Vaughan, to research, design,

and implement a pilot program that will educate and support high school seniors on the necessary daily skills for post-secondary success and essential skills for educational attainment. Systematically, the programs goal is to increase the yearly percentage of DMA graduates matriculating into college by 10-20% and increase first-year college retention rates by 10-20%. To achieve this, the project team reviewed the literature, collected student data, and designed activities that would be included in the program's curriculum. Intended to influence students, regardless of their post-secondary plans, this workshop will focus on: time management, stress and mindfulness, finance, family support, campus resources, skills for the future, and persistence.

### **SWOT Analysis**

After reviewing the organization's systems and population, it is clear what challenges and resolutions could impact the change management project. De Marillac Academy's staff, parents, and community understands that this transition is a critical phase for post-secondary success. By utilizing the organization's strengths that support the project, and taking advantage of the opportunity to support students during the summer, the team could not only improve the weaknesses and threats outlined in the SWOT diagram, but could successfully support the high school graduates moving into post-secondary life (See Appendix A).

### **Problem and Gap Analysis**

Thirty-seven percent of individuals in the Tenderloin live below the poverty line and have less than a high school education (City-Data, 2016). This neighborhood houses three times more poor and under-educated individuals than San Francisco's average, consequently placing this community at a higher risk of crime and low-quality life (City-Data, 2016). As presented in the research, individuals without a college degree are more likely to face financial hardship, health problems, and social challenges (Perna & Swail, 2001). However, by providing



disadvantaged youth with the opportunity to learn and grow through and beyond high school, GSP is offering students and the Tenderloin neighborhood in San Francisco, a chance for a successful future.

Primarily focused on academic success and post-secondary preparation, the Graduate Support Program (GSP) intends to break the cycle of poverty through education. Administrative tasks and goals, as presented by the Gap Analysis, have been broken down into six phases structured by grade level (See Appendix B). The High School Success Phase occurs throughout high school, during grades nine to twelve. The first section begins during the transition from grades eight to nine, known as the High School Placement/Matriculation Phase. This stage includes formal check-ins about finances, academic success, and work. During grades eleven and twelve, the Job Readiness/Post-Secondary Preparation Phase begins. Here, students begin working on financial aid forms, completing the college and/or application process, preparing for any post-secondary interviews, and finalizing plans. Despite these efforts to support students during high school, not all are graduating. As shown in Figure 1, 77% of students graduated high school in 2013, 95% graduated in 2014, and 90% graduated in 2015 (See Appendix C).

After high school graduation, the GSP spends the summer celebrating the success of those who have graduated, while also focusing on final steps needed for post-secondary enrollment. Despite the attention students receive during the summer, not all students enroll or persist in a post-secondary program after graduation (See Appendix C). As a result, GSP wants to increase support during the stressful transition into post-secondary life.

After high school, students enter the Post-Secondary Success Phase, which begins in the fall and continues until the individual is 24-years-old or completes a post-secondary program. Similar to the High School Placement/Matriculation Phase, this stage consists of formal financial, academic, and emotional check-ins as needed. Although all students persisted in 2013 and 2014, this was not true in 2015 (See Appendix C). After reviewing DMA's statistics, GSP hopes that increasing summer support will enable students to further their education.

The literature discusses the transition from high school to college as particularly multi-tasked and stressful for students like DMA's population. The summer is when graduates are required to take placement exams, finalize financial aid, attend orientation, register for classes, complete housing and immunization forms, and determine their budget for upcoming health, academic, and daily living expenses (Owen, 2014). In addition to these countless tasks, Latinos face personal and cultural complications, like familism, and tend to make family a priority (Martinez, 2013). Not surprisingly, poor education and poverty are difficult to evade and can have detrimental consequences. Nonetheless, by guiding students and informing them of the skills needed for a successful education and a professional career, GSP can help individuals establish a positive future.

Although implementing the Summer Support Workshop will facilitate matriculation and retention among college-bound students, its effects will be even larger. The workshops goals align with De Marillac Academy (DMA) and the Graduate Support Program's (GSP) mission to reduce poverty and increase opportunity. As a result, the DMA stakeholders within the organization, such as students and teachers, and the stakeholders outside of the organization, such as community members and donors, will all benefit from the workshop.

### **Workshop Goals**

In order to design a workshop that will educate and support the high school seniors during their transition, the project team identified three goals. These goals, used to break down the work required by the project team, are presented in Appendix D, and are indicated as follows:

**Goal 1**

Evaluate, analyze, and define program participants' academic, social, and mental strengths and weaknesses according to standards based on research, organizational goals, and data obtained from current post-graduate students.

**Goal 2**

Participants will determine post-secondary plans, while the project team proposes a workshop design and finalizes a detailed plan to implement over the summer.

**Goal 3**

Project team will prepare binders for students and collect materials needed. Implement the six-day workshop while monitoring participants and evaluating student work for future implementation.

**Workshop Development**

In order to support the development of the Summer Support Workshop, the team decided to administer a series of data assessments that included: surveys, focus groups (FG), and in-depth interviews (IDI).

**Data Collection Methods**

**Survey Methods.** To identify the population's strengths and weaknesses needed for a successful college transition, the intern designed and administered two surveys to De Marillac

Academy alumni: a 45 question survey to high school juniors and seniors (DMA class of 2012 and 2013) and a 50 question survey to students in post-secondary life (DMA class of 2007-2011). Survey questions originated from three sources: Saint Mary's University of Minnesota/San Miguel School Study: Alumni Survey, an online survey from Cooperative Institutional Research Program, and the intern's personal questions that came after reviewing the literature. Three parties reviewed and evaluated each survey: a researcher, a high school senior, and the project team.

The project team administered the survey to youth via SurveyMonkey, a convenient electronic survey instrument. Included with each survey was the online consent form which comprised of an introduction, purpose, participation, risks and benefits, confidentiality, and contact information (See Appendix E). To continue to the survey questions, respondents had to "agree" to the information presented in the consent form. Since the survey questions presented minimal risk and responses were solely for the projects design, students did not require parental consent. To increase the response rate, GSP's director and coordinator, who had pre-established relationships with the students, sent each survey's link. The intern sent students reminder emails one week later.

Over the three week period, 26 high school students consented to the survey and 11 completed all 45 questions. Fourteen college students consented to the survey and ten completed all 50 questions. To increase response rates, the project team contacted students on several different occasions. Despite attempts to increase participation, responses were limited. Nevertheless, the project intern organized responses into themes based on the popularity of each response. The survey themes recognized were later investigated and used to guide the two the focus groups and six in-depth interviews.

**Focus Group and In-depth Interview Methods.** To gather further information regarding the themes identified in the survey, the project team conducted one high school focus group, one parent focus group, and six in-depth interviews with college students.

RandomNumber, a number generating app, randomly selected focus group and interview participants from a list organized by each grade level. Parents and high school seniors were asked to participate in a focus group (FG), whereas, post-secondary students, because of their varying distances to DMA, were asked to participate in either an in-person or phone in-depth interview (IDI). The Graduate Support Program's director and coordinator, given their pre-established relationship with the families, called and/or texted each participant requesting involvement in the needs assessment.

Themes and questions for each FG and IDI came from areas identified during the survey analysis. The project team reviewed the interview questions and focus group scripts prior to each discussion. The high school and parent FG occurred on two separate evenings and lasted approximately one hour each. Each in-person and phone interview lasted approximately 30 minutes.

Prior to each FG and IDI, the intern notified each participant about the topic, ground rules, voluntary participation, voice recording, and confidentiality. Each participant was required to give verbal consent in order to partake in the FG or IDI. Focus groups participants were provided with a piece of paper and pen, in case they did not feel comfortable publicly sharing information. No participant used this method of communication. The project intern facilitated and transcribed each focus group and interview verbatim. During the parent focus group, transcription took place after verbal translation from Spanish to English. Descriptive

narratives were retrieved from the transcribed documents and evaluated based on the frequency of particular responses.

## **Data Collection Results**

### **High School Survey.**

***Demographics.*** Of all 20 respondents, 55% identified as female and 45% identified as male. Seventy-five percent of students self-identified as Latino/Hispanic. Half of the participants were high school juniors, half were seniors, and every student planned to pursue a 4-year college/university after graduation. When asked to rank themselves on ten traits, the majority of students classified themselves as above average in motivation to achieve (65%), and leadership ability (55%), while others self-identified as average in emotional health (68.4%), mental health, and academic ability (55%).

***College Preparation.*** More than half of the students wanted to go to college for personal reasons and not because of parental pressures. Even still, every student claimed to pursue college for an interest-related career. Nevertheless, more than 90% of the students said that finances would be the determining factor when selecting a post-secondary institution. This matched the data which showed that students' biggest concerns included finances (75%) and their future after college (50%). Only two-third of the participants said they would use campus resources while in college, and fewer said they would work or apply for an internship.

When thinking about the upcoming summer and how GSP could support their transition, students felt that they would need help with scholarship applications, finding possible jobs and internships, completing financial aid and housing forms, and selecting classes and a major.

### **Post-secondary Survey.**

***Demographics.*** Of all 12 respondents, half were female and half were male. Seventy-five percent self-reported as Hispanic/Latino. Reports showed that 83.3% of participants attended a four-year college/university. Five participants classified themselves as first-year students, three identified as third- and fifth-year students, and one student identified as a fourth-year student. Among the traits proposed, most students self-reported as average in academic ability, leadership ability, and resiliency.

***College Preparation.*** More than half the participants received parental support for their post-secondary education and future career goals, and 75% pursued post-secondary education by choice. Seven participants classified the overall cost of college and the need for financial assistance as “very important” when making post-secondary plans. Every participant wished they had had help with financial aid forms during the transition.

***Current Experience.*** All participants self-reported inconstant use of campus resources. Almost every student said that they visited an academic advisor, only 25% used career services, and none used psychological counseling services. Nevertheless, every participant reported some intention to attend professor office hours (66.7%) or request extra financial support (66.7%) at some point within the upcoming year.

More than half the students said they were “very worried” about completing their degree and their future after education. Two-thirds of students said they were feeling “anxious” with their current program, academic progress, and financial situation. When asked what kind of support transitioning seniors need over the summer, participants selected: career counseling (83%), resume building (83.3%), finding internships (83.3%), and coping with stress (75%) as being the four top needs.

### **High School Focus Group.**

***Demographics.*** Four high school seniors, two males and two females, attended the focus group session. Among the participants, one student attended a dual high school and college program, another planned to attend a four-year college, the third student planned to attend a two-year college, and the fourth student was undecided.

***Finances.*** All respondents were 50% prepared for college life, but had concerns about juggling school work, finding a job, and managing money. Respondents wanted to persist because of expected earnings and/or family involvement. Participants said they mostly try to save money since most income went to family bills and/or food. To prevent debt, students asked to learn how to manage money, identify work opportunities, and understand the differences between aid, loans, and scholarships.

***Time and Stress.*** Time management and work-life balance seemed challenging for the target population. Respondents admitted trying to “memorize” material and having had little success with this method. Three participants said they prioritized school before family and one participant said that a life without regret was more important. Every student appeared to have a flight-like or freeze-like reaction to stress. Students appeared unenthusiastic about mindfulness and meditation. One student described it as “useless.” Nonetheless, every participant mentioned deep breathing, drawing, and/or taking a walk as being a helpful relaxation method.

***Extra Support.*** When proposed to have a peer mentor or freshman speaker, students asked that the speaker be relatable and come from similar demographics as them. Participants wanted to learn about life outside of class, and what could they do to remain motivated during stressful times. Every participant said that they were satisfied with the level of parental support received, but would like additional encouragement and understanding. In addition, respondents said that they wanted DMA to show more career-based and long-term support. In concluding the



focus group, several participants suggested key topics to include in the workshop: independence, networking, finding on-campus resources, and applying to jobs.

### **Parent Focus Group.**

**Demographics.** Among the five parents who attended the focus group, four were female and one was a male. Although two parents had experience with children in college, the remaining parents did not. Three parents had a graduating high school senior.

**Resources.** Parents recommended several important topics that they thought could help students prior to college enrollment: finding campus programs and resources, identifying a career path of interest, and learning how to apply and receive scholarships. In addition, parents said that they would like to learn how to further support their child financially.

**Finances.** Congruent with previous data, every parent was most concerned about college affordability. Although the majority of parents struggled to support educational costs, they agreed that college attendance and completion are essential to securing a better future.

**Family Support.** All participants said that they had family discussions about post-secondary plans. Although they announced wanting to support their child through the process, they did not want to appear intrusive toward their child's independence.

**Time and Stress.** Having thought about their child's stress-coping skills, every parent said that sports and exercise worked best. During these situations, respondents said that they will typically their child the space necessary to cope alone.

**Extra Support.** After having given a brief overview of the workshop, every participant agreed that attendance at the workshop should be mandatory to secure student progress. Respondents said that DMA was successfully supporting their students and should continue to advise parents, and inform students of what they need for college success.

**College Freshman In-Depth Interviews.**

**Demographics.** Six college freshmen, four females and two males, were interviewed in-person or over the phone. Every student was enrolled in a four-year program, but only three participants lived on-campus. The remaining three students commuted to school from home.

**Resources.** When asked to identify steps and campus resources helpful for a successful college experience, every student suggested resources pertaining to academics and finances. Students recommended that seniors focus on well-being, while seeking academic and social support networks.

**Finances.** Despite the academic challenges, every student found the required financial paperwork unclear. Given the importance of financial literacy, students stated that they would like to learn about taxes, budgeting, and the distribution of aids and/or loans.

**Time and Stress.** Considering the various responsibilities in post-secondary life and the lack of structure and parental monitoring, participants said they struggled more with time management in college than they did in high school. Although students reported taking frequent naps to de-stress, they also reported exercising, walking, breathing, and/or communicating emotions as the most effective form of stress management. Not every participant was familiar with the practice of mindfulness, however, after a brief explanation, every student agreed that it could be a beneficial tool for incoming students.

**Extra Support.** Most participants were satisfied with the parental support currently received in college, but one student said that parents do not fully understand the difficulty and challenges that it comes with. Nearly every student said that their family helps them persist in school during challenging times. At the conclusion of each interview, students identified several

psychosocial elements that would benefit incoming students. Components included: self-confidence, self-advocacy, and self-care.

### **Data Collection Summary**

The main themes and concepts gathered from the surveys, focus groups (FG), and in-depth interviews (IDI) included: time management, stress and mindfulness, finances, family support, campus resources, skills for the future, and persistence. These themes aligned with the challenges and current efforts identified in the literature review. Appendix F displays illustrative responses to questions to highlight the type of support seniors need during the post-secondary transition.

### **Workshop Implementation and Testing**

Based on the literature and information collected from the surveys, focus groups, and in-depth interviews, the project team decided that the students would benefit from having six workshop days spread throughout the summer.

### **Content**

**Day 1.** Participants connected and learned from other DMA graduates about their post-secondary experiences. Identified their own values and discussed how values can guide behaviors. Participant parents were welcome to attend this session.

**Day 2.** Participants set up and/or created an email signature for a professional email account. Learned and connected to a new SMS calendar tool that informs the program coordinator to send out personal reminders pertaining to significant post-secondary dates. Identified campus resources and housing essentials. Performed and resolved real-world scenarios. Completed an online scavenger hunt that enabled students to navigate their institutions online web portal.

**Day 3.** Participants reviewed different financial aid options. Listened to a presentation from the CEO and designer of MyPeFi, an online financial planning and budgeting tool. Set up an account with, and explored MyPerFi.

**Day 4.** Participants listened to a video and were taught to see stress positively. Practiced a series of meditation exercises as taught by a certified mindfulness instructor. Exercises included: diaphragmatic breathing, body scan, and thought labeling.

**Day 5.** Participants learned to write professional emails and acquired note-taking and study skills. Explored online job sites and educational resources with an online scavenger hunt.

**Day 6.** Participants read material and watched videos pertaining to majors, careers, and their life purpose. Learned what to include in, and how to format, a professional resume. Practiced public speaking in front of the class. Students with unexcused absences received a computer and every participant received DMA's graduation gift and a family manuscript.

### **Testing**

The pilot program was held over 8 weeks in June and July, 2016. Each session had a specific focus and theme identified during data collection. Program staff and affiliates led the workshop, each lasting 2.5 hours, with dinner following. The project team sent a bilingual invitation to the graduating seniors and their family (See Appendix G). The invitation included the workshop's goals and objectives, dates and times, and the attendance policy requiring a signature of agreement. All students were required to attend each workshop unless a Graduate Support Program staff was notified in advance. Students who missed a session met separately with the program coordinator to review any material missed. Students with unexcused absences were ineligible to receive financial support from GSP.

### **Student Evaluation**

Since rates of college matriculation and retention will be unknown for several more years, students completed a formative evaluation and pre- post-test to measure whether the workshop effectively developed their skills necessary for college matriculation and retention (See Appendix H). Students assessed their knowledge and competency before session one and after session six. After session six, students were also asked to answer several open-ended questions about the objectives, topics, and schedule. In order to implement the workshop in future years, GSP will review the student evaluations and make any modifications to the project.

### **Discussion**

Based on the literature, first-generation and low-income students face financial, informational, and social barriers that hinder college matriculation and retention. After assessing the skills, resources, and needs of De Marillac Academy's (DMA) high school senior population, it is clear that they too face similar struggles. The challenges observed through primary data collection align with those identified in the literature. As a result, DMA and the Graduate Support Program (GSP) chose to use the research and pilot the Summer Support Workshop. Based on data collected and current efforts performed in similar populations, the workshop addressed seven key themes: time management, stress and mindfulness, finance, family support, campus resources, skills for the future, and persistence.

Although researchers have identified numerous subject areas in which to support students, the summer months leading to higher education still lack professional attention. Scholars seeking ways to improve college matriculation and retention found that summer programs can effectively provide sufficient support during the high-stress summer months. Even though some organizations have designed summer bridge courses, and some colleges offer early

outreach programs, research suggests that high school counselors, who cease to assist their students after graduation, should continue to work with graduates over the summer.

Although the outcome measurements of the Summer Support Workshop will not be available for another year, a brief formative evaluation revealed that 90% of participants appreciated the ongoing support received and felt that the topics covered in the workshop supported long-term success. Assuming the pilot program positively influences matriculation and retention, the workshop will present additional information on student needs. It will inform academic institutions and researchers on the skills pertinent to the summer transition and the effects of receiving ongoing support.

### **Limitations**

Despite the efforts made by DMA to support the summer transition into college, it is worth noting several limitations within the study. While it is true that self-reported surveys are quick and convenient tools to gather data, the surveys administered to DMA's alumni were lengthy and time consuming. Consequently, the surveys yielded a low response rate, limiting the amount and variability of data collected. Additionally, because the surveys were self-reported, participants may have exaggerated responses or misinterpreted the questions asked, further influencing the data collected.

Even though the project team randomly selected parents and students for the focus groups and in-depth interviews, many of the chosen participants were unable to attend because of work and/or family commitments. Those able to partake in the assessment were unacquainted with the intern who administered the focus groups and in-depth interviews. As a result, participants may have felt uncomfortable fully disclosing their personal thoughts and ideas. In addition to the

small sample and perhaps biased responses, participants in this project represent only DMA's graduates, suggesting its results are not representative of all first-generation and low-income students.

### **Implications for Practice**

Aside from the efforts that some institutions have already established, researchers need to continue to address the issues that arise after graduation. Studies suggest that high school counselors should work with students after graduation to ensure continued success, but few academic institutions have implemented this into practice. Ongoing support, as provided by GSP, may be just what students need to succeed. If the results from the workshop improve matriculation and retention rates, then like the literature suggests, high school counselors should provide continued support to students over the summer break. This will ensure that students are successful in their future studies.

### **Suggestions for Future Research**

Organizations like Upward Bound, have addressed poor college matriculation by designing summer interventions. Nonetheless, data suggests that summer is too late a time to intervene. As a result, researchers should consider whether any academic gaps are contributing to poor matriculation. To address such matters, high schools should evaluate and modify their current program to incorporate college-bound courses during the school year. This will provide students with consistent education on the skills needed for long-term success.

Even though the data may not apply to all first-generation and low-income students, the impending results will offer a great deal of useful information to organizations concerned with student success. Encouraging high school counselors to provide ongoing support during the

summer may be the best way to help all students, but particularly first-generation and low-income students. Ongoing support may help students attend, persevere, and graduate from post-secondary institutions. Consequently, if high school counselors consider working an extra few months to serve students year-round, then they can help students reach the financial, health, and social benefits that come with educational attainment.



## References

- Arnold, K., Fleming, S., DeAnda, M., Castleman, B. L., & Wartman, K. L. (2009). The summer flood: The invisible gap among low-income students. *Thought & Action*, 23-34.
- Barr, D. A. (2008). *Health disparities in the United States: Social class, race, ethnicity, and health*. Baltimore, MD: Johns Hopkins University Press.
- Bureau of Labor Statistics. (2016). *Earning and unemployment rates by educational attainment*. Retrieved on February 25, 2016, from [http://www.bls.gov/emp/ep\\_table\\_001.htm](http://www.bls.gov/emp/ep_table_001.htm)
- Bozick, R., & DeLuca, S. (2005). Better late than never? Delayed enrollment in the high school to college transition. *Social Forces*, 84(1), 531-554. doi: 10.1353/sof.2005.0089
- Castleman, B. L., Arnold, K., & Wartman, K. L. (2012). Stemming the tide of summer melt: an experimental study of the effects of post-high school summer intervention on low-income students' college enrollment. *Journal Of Research On Educational Effectiveness*, 5(1), 1-17. doi:10.1080/19345747.2011.618214
- Castleman, B. L., & Page, L. C. (2014). A trickle or a torrent? Understanding the extent of summer “melt” among college-intending high school graduates. *Social Science Quarterly*, 95 (1), 202–220. doi:10.1111/ssqu.12032
- Castleman, B. L., & Page, L. C. (2015). Summer nudging: Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates? *Journal of Economic Behavior & Organization*, 115, 144-160. doi: 10.1016/j.jebo.2014.12.008

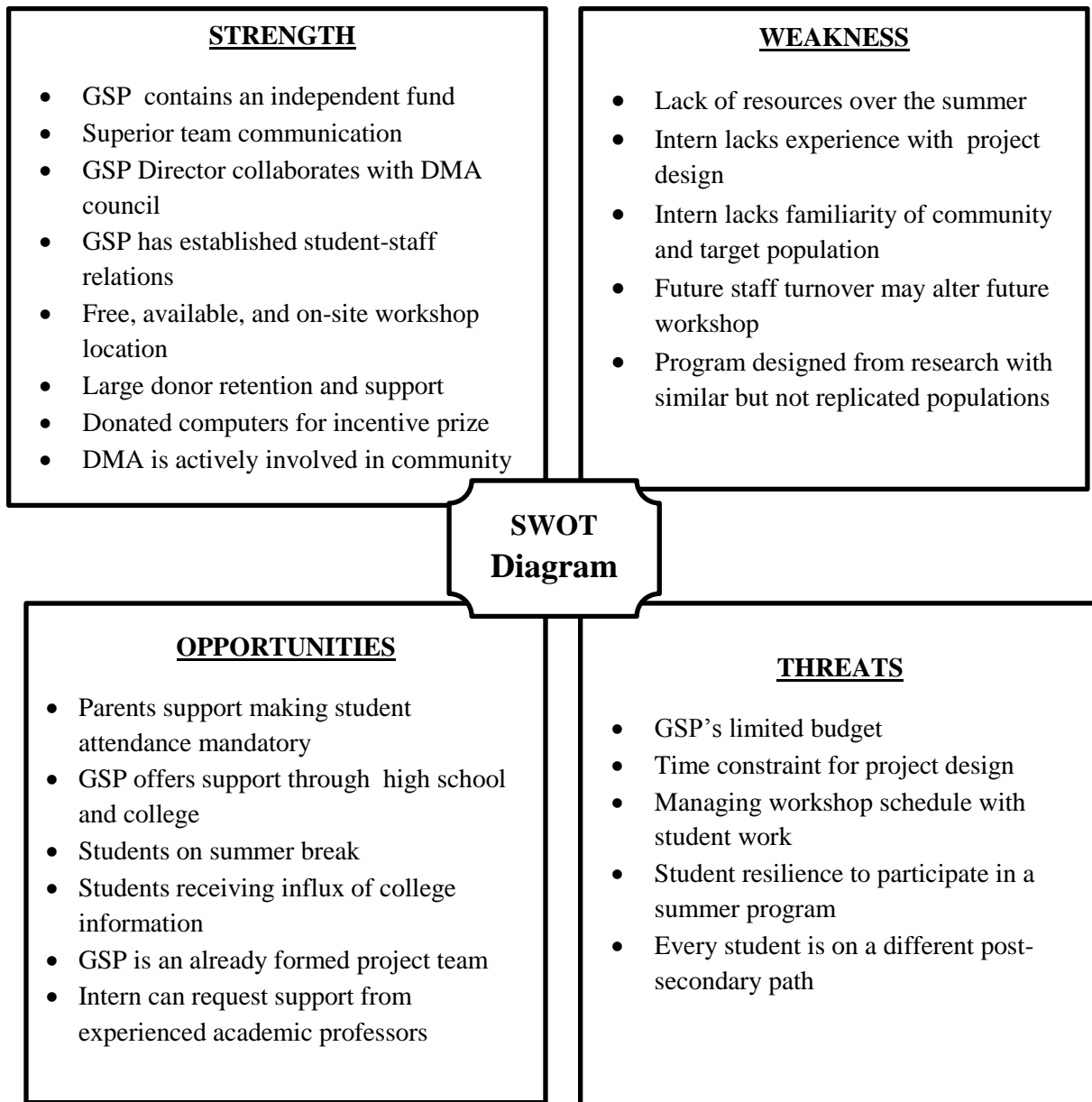
- Castleman, B. L., Page, L. C., & Schooley, K. (2014). The forgotten summer: Does the offer of college counseling after high school mitigate summer melt among college-intending, low-income high school graduates? *Journal of Policy Analysis and Management*, 33(2), 320-344. doi:10.1002/pam.21743
- Cox, R. R. (2016). Complicating conditions: Obstacles and interruptions to low-income students' college "choices". *Journal of Higher Education*, 87(1), 1-26
- City-Data. (2016). Tenderloin neighborhood in San Francisco, California, 94102, 94103, 94109 detailed profile [Data File]. Retrieved on February 23, 2016, from <http://www.city-data.com/neighborhood/Tenderloin-San-Francisco-CA.html>
- Driscoll, A. K. (1999). Risk of high school dropout among immigrant and native Hispanic youth. *International Migration Review*, 33(4), 857-75. doi: 10.2307/2547355
- De La Rosa, M. L. (2012). Borrowing and working of low-income students: The impact of a summer transition program. *Journal of Student Financial Aid*, 42(1), 5-15.
- De Marillac Academy (n.d.). About page. Retrieved on June 28, 2016, from, <https://www.demarillac.org/about/>
- Eidimtas, A., & Juceviciene, P. (2014). Factors Influencing school-leavers decision to enroll in higher education. *Procedia - Social and Behavioral Sciences*, 116, 3983-3988. doi:10.1016/j.sbspro.2014.01.877
- Engle, J, Bermeo, A., & O'Brien, C. (2006). Straight from the source: What works for first-generation college students. Retrieved on June 12, 2016, from [http://www.pellinstitute.org/downloads/publications-Straight\\_from\\_the\\_Source.pdf](http://www.pellinstitute.org/downloads/publications-Straight_from_the_Source.pdf)

- Feldman, E., Trupin, E., Walker, S., & Hansen, J. (2013, November, 23). *Evidence-based practices with Latino youth: A literature review*. Seattle, WA: University of Washington Department of Psychiatry and Behavioral Sciences
- Hicks, T. (2005). Assessing the academic, personal and social experiences of pre-college students. *Journal of College Admission*, (186), 19-24.
- Martinez, M. M. (2013). (Re)considering the role familismo plays in Latina/o high school students' college choices. *High School Journal*, 97(1), 21-40.
- Naranjo, M. M., Pang, V. O., & Alvarado, J. L. (2015). Summer melts immigrant students' college plans. *Immigration & Education*, 38-41.
- Owen, L. (2014, November, 07). Prevent Summer Melt [Web log post]. Retrieved from <https://www.schoolcounselor.org/magazine/blogs/november-december-2014/prevent-summer-melt>
- Perna, L. W., & Swail, W. (2001). Pre-college outreach and early intervention. *Thought & Action*, 17 (1), 99-110
- Pew Research Center. (2014, February 11). The rising cost of not going to college. Retrieved from <http://www.pewsocialtrends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>
- Ryan, L. C., & Bauman, K. (2016). Educational attainment in the United States: 2015. Retrieved from <https://www.census.gov/content/dam/Census/library/publications/2016/demo/p20-578.pdf>

Sablan, J. R. (2014). The challenge of summer bridge programs. *American Behavioral Scientist*, 58(8), 1035-1050. doi: 10.1177/0002764213515234

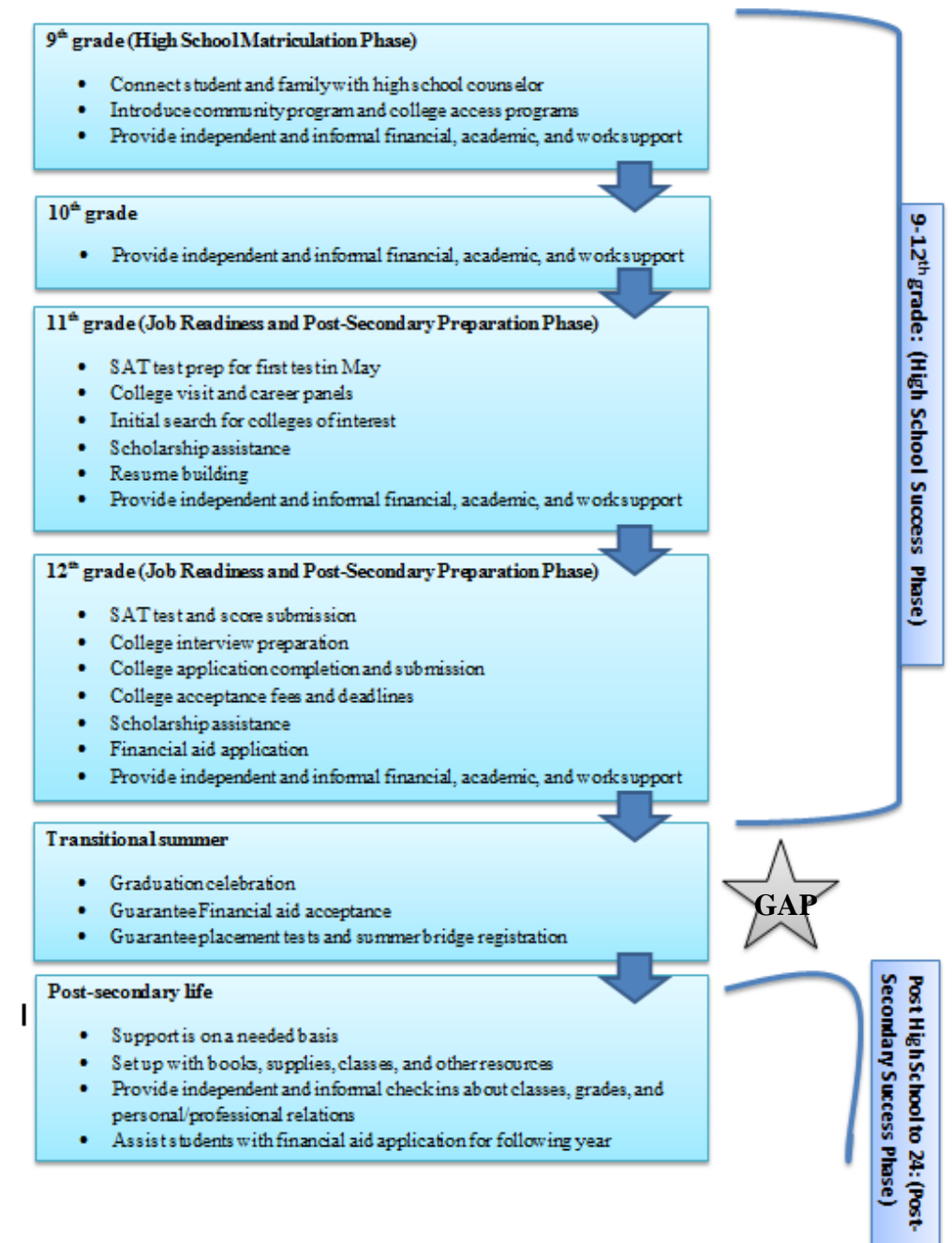
## Appendix A

## SWOT Diagram for De Marillac Academy



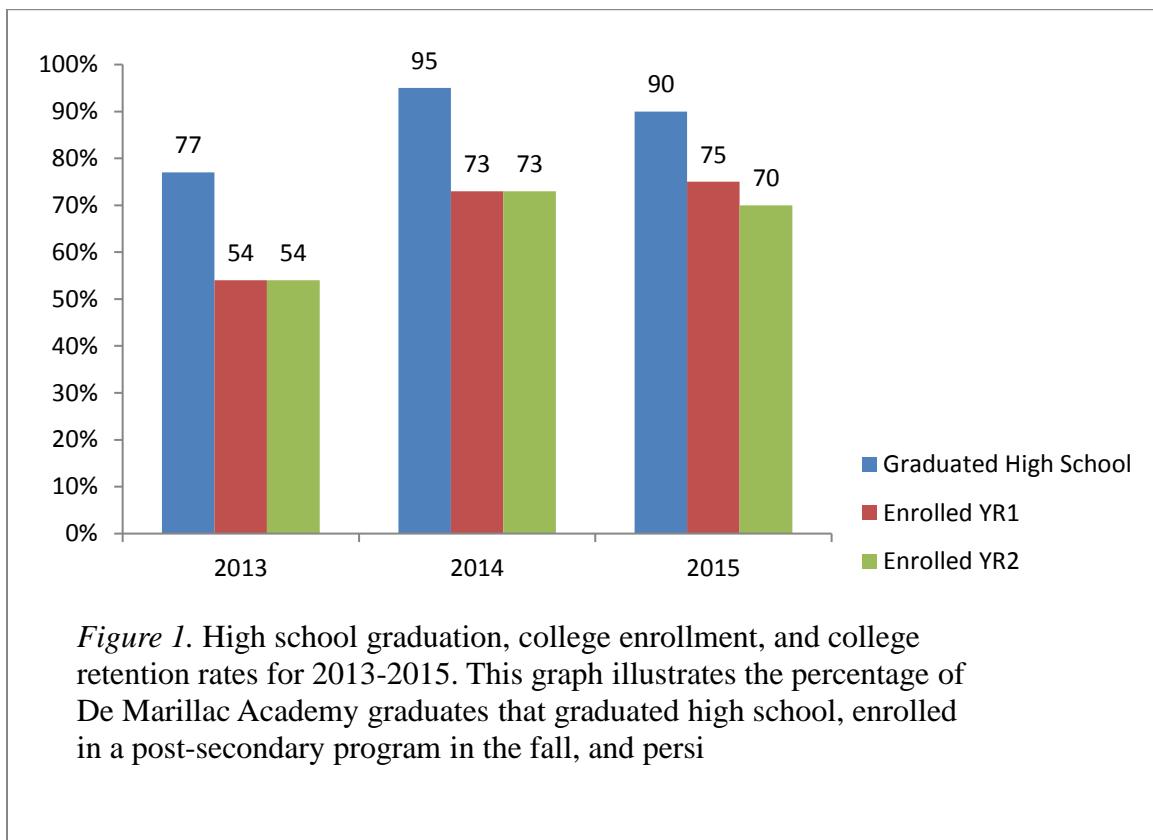
## Appendix B

## Gap Analysis of Graduate Support Program



## Appendix C

De Marillac Academy Enrollment and Retention Graph



## Appendix D

## Project Team Gantt Chart

Task Name	Time	January	February	March	April	May	June	July
<b>Preliminary Research</b>	70d	Jan-3 to Apr-7						
<b>Project Initiation</b>	32d	Jan-19 to Mar-2						
Identify Management Team	2d	Jan-19 to Jan-20						
Define Problem/Gap Analysis*	11d	Jan-19 to Feb-2						
Gather Relevant Data	20d		Feb-2 to Feb-29					
Define Goals and Objectives/Charter*	6d		Feb-24 to Mar-2					
Identify Scope and Constraints	3d		Feb-24 to Feb-26					
<b>Define Needs</b>	56d	Jan-27 to Apr-13						
Create and Administer Survey	12d	Jan-27 to Feb-11						
Analyze Survey Results	3d			Mar-9 to Mar-11				
Identify Areas of Focus	6d			Mar-16 to Mar-23				
Host Focus Groups	6d			Mar-31 to Apr-7				
Analyze Data	1d				Apr-13			
<b>Project Planning</b>	25d				Apr-7 to May-11			
Design Project Overview	5d				Apr-7 to Apr-13			
Propose Project Overview	1d				Apr-13			
Design Detailed Proposal*	21d				Apr-13 to May-18			
Select Project Dates	1d				Apr-13			
Create and Send Project Invitations	6d				Apr-13 to Apr-20			
Propose Detailed Design	1d					May-18		
<b>Project Preparation</b>	29d					May-1 to Jun-9		
Gather Workshop Materials	16d					May-18 to Jun-9		
Review and Refine Final Design	6d						Jun-1 to Jun-9	
<b>Project Implementation</b>	43d						Jun-3 to July-28	
Communicate Process	6d						Jun-3 to Jun-8	
Project Launch and Monitoring	1d						June-9 to July-28	



## Appendix E

**Consent Form****WELCOME**

My Name is Nicole Bahbout. I am a current Master's student studying Behavioral Health at the University of San Francisco. I am excited to announce that I have just recently joined De Marillac Academy (DMA) as a Graduate Support Intern working with the Graduate Support Program (GSP) from now and through the summer.

College is a very stressful time, and research shows that the stress is even higher for low-income students, first generation, college students. For this reason, many college intending and early college students tend to drop out of school. As part of my internship here, I will be creating a Summer Support Workshop to help alleviate the stress of students transitioning into college.

You are invited to participate in a web-based online survey on your feelings and preparedness for your current post-secondary education. Survey responses will be used to assess the strengths and needs of students in order to further support the current and incoming DMA alumni as they transition into post-secondary life, or life after high school.

Please answer the following questions honestly and to the best of your ability within one week of receipt. The survey should take approximately 25 minutes to complete.

**PARTICIPATION**

Your participation in this survey is entirely voluntary. You may refuse to take part in the survey or exit the survey at any time without penalty. You are free to decline or skip any questions you do not wish to answer.

**RISKS AND BENEFITS**

The potential risks involved with the survey are minimal in comparison to the benefits. Some possible risks of the survey include sensitive questions that may feel uncomfortable or cause emotional discomfort. Although you will receive no direct benefits or compensation for participating in this research study, your responses may help GSP learn more about some current struggles that students have during their transition into post-secondary life. This understanding will assist in the designing of program that will better support DMA Alumni.

**CONFIDENTIALITY**

This survey is entirely anonymous. Data collected will be kept in a password protected electronic format with no way to identify you name, email address, or IP address with your submitted responses.

At the end of the survey you will be asked to consider participating in an in-person or over the phone interview in order to further learn how GSP can best support you. An email will be sent out within one week of receiving this email to assess interest. If you are interested in participating in this interview process, please note that your survey responses will remain anonymous.

**CONTACT**

If you have questions at any time about the study or the procedures, you may contact myself, Nicole Bahbout at nbahbout@dons.usfca.edu or the Graduate Support Director, Lauren Stevens Deshotels at lauren\_stevens@demarillac.org.

\* 1. Please select whether you "agree" or "disagree" to voluntarily participate in the online survey.

- ☐ Agree
- ☐ Disagree

## Appendix F

Summary of Themes and Participant Responses Collected in Survey, Focus Groups, and In-depth Interviews		
Topic	Questions	Participant Response Quotes
<b>Time Management</b>	Q: What are your biggest and current concerns about beginning your post-secondary education?	•"Being able to organize my time with all my work and classes and social life. Keeping a balance between everything." (HS Senior-Survey)
<b>Stress and Mindfulness</b>	Q: Have you heard of mindfulness or meditation and if so what are your thoughts about it?	•"I like breathing. Taking deep breaths are great for a load off of work." (HS Senior-FG) •"We learned meditation and strategies in my senior year of high school Prayer and spirituality class. I do deep breathing exercises for stress. I think they can help. I think it depends what everyone else is into." (College Freshman-IDI) •"I meditate as much as I can. I try to keep a spiritual cleanliness. It definitely helps." (College Freshman-IDI)
	Q: What causes your child stress and how do they cope in these stressful situations?	•"When he is stressed he does not want anything with the family. But, after when he is ready to talk, he tells me everything. When he is going through a hard time, I just let him be." (Parent-FG)
<b>Finances</b>	Q: How is your relationship with money?	•"I work and I help with my bills and my moms bills. The remainder is what is left for needs, like food" (HS Senior-FG)
	Q: What are your biggest and current concerns about beginning your post-secondary education?	•"Paying for college." (HS Senior-Survey)
	Q: What do you find most confusing about dealing with tuition and financial aid forms? What parts do you and do you not understand?	•"It is scary if something with my FAFSA goes wrong. I want to make sure that everything goes smoothly and I am not kicked out of school because I couldn't pay for tuition." (College Freshman-IDI)
	Q: What are some things that you wish you had known... helpful for parents of graduating high students?	•"I wish I could get as much info as they can about Financial aid." (Parent-FG)
<b>Family Support</b>	Q: Please explain why you believe your parents do or do not support your post-secondary choices.	•"They wished I was closer to home but they also understand this is what I have to do in order to reach my ultimate goal, my dream." (College Junior-Survey)
	Q: How much support do you get from your parents and how does it feel?	•"Gets disappointed when I do not do well academically. I don't share info with them unless I do well. Now instead of getting upset, I understand that it is a blessing, that they care and support me." (College Freshman-IDI) •"Its not high school anymore. It's not an 8-3pm thing anymore. It's an entire day and you are constantly going. My parents finally understand that more or less." (College Freshman-IDI) •"I realized that when I talked to [my mom] more, it helps and I was able to come up with more strategies to do well." (College Freshman-IDI)
	Q: How involved would you like to be during your child's post-secondary life?	•"I want to be involved and talk occasionally. I would be open for him to come to me. I don't want to push him to talk to me." (Parent-FG)
<b>Campus Resources</b>	Q: What do you feel will be most valuable during the summer support workshop experience?	•"How to access more resources around you and such." (College Junior-Survey)
	Q: Identify 3 steps that you believe are crucial for a successful college career?	•"Take time to know the resources.... You can choose to be a number but if you want to make the most of it, talk to a counselor, find a mentor in college, and go to office hours." (College Freshman-IDI)
	Q: Identify 3 on-campus resources that you believe have been most helpful during college	•"Student mentor has been helpful with what I need to do and how I need to stay on track. What classes I should take and what path to take." (College Freshman-IDI) •"The library. They help a lot with essays and research. It is open 24 hours during the weekdays. There are people always helping." (College Freshman-IDI)
	Q: What would you like to see your child supported in or learn before beginning their post-secondary life?	•"Choosing a career: because he needs to know what he wants to do. And finding scholarships. " (Parent-FG) •"He needs to know clubs and programs available at school and if he knows, he can prepare for the career he wants to do later." (Parent-FG)
<b>Skills for Future</b>	Q: Thinking about DMA, how much support would you like, and in what areas?	•"What about job fairs? How to write a resume... Show me what can really help for the future." (HS Senior-FG)
	Q: What do you feel will be most valuable during the summer support workshop experience?	•"The most valuable would be study skills." (HS Senior-Survey)
	Q: What are your biggest and current concerns about beginning your post-secondary education?	•"Whether or not I will truly love my intended major." (HS Senior-Survey) •"My biggest one that did and still does concern me is that I don't know what career path I want to walk down...I just want to find a job that fulfills my passion." (College Senior-Survey)
	Q: What do you believe potential employers are looking for in individuals?	•"Diversification. A well- rounded individual." (College Freshman-IDI) •"Looking for people that can work well with people and make decisions. Public speaking and making my presence known." (College Freshman-IDI)
<b>Persistence</b>	Q: If you connected with current college students, what would you like to know/hear from them?	•"Why are you going to school if you can just get a job? What is driving you to keep going?" (HS Senior-FG)
	Q: What has kept you motivated and what will it take to finish?	•"Knowing that my parents has gone through so much work and it doesn't seem logical to throw it away." (College Freshman-IDI) •"Realizing how much help it has taken for me to come this far, and I am literally almost there. This is what I have worked towards." (College Freshman-IDI)

## Appendix G

## **De Marillac Academy Graduate Support Program SUMMER SUPPORT WORKSHOP**

Dear Graduates, Parents, and Guardians of DMA Class of 2012,

The Graduate Support Program (GSP) at De Marillac Academy is pleased to offer an exciting new opportunity this summer!

### **Goals & Objective**

GSP continues to support and guide students after high school and through their post-secondary years. This includes academic and personal counseling, as well as continued financial support (which we will discuss in more detail at the summer workshop).

The Summer Support Workshop is a **mandatory** program designed by Nicole Bahbout, a student in the Behavioral Health Master's Program at the University of San Francisco. The purpose of this workshop is to educate and support high school graduates on the necessary skills for post-secondary and life success, as well as essential skills for educational attainment.

*Graduates will learn to:*

- Connect and learn about other DMA graduate experiences
- Identify values and course of action
- Explore on-campus and online post-secondary resources
- Learn financial planning and budgeting
- Develop appropriate study skills and stress management techniques
- Examine your "life purpose"
- Discover potential career paths

### **Mandatory Dates**

**Please note that attendance is mandatory for all graduating seniors in order to continue receiving financial support from De Marillac Academy.**

*All meetings will take place from 3:00pm - 5:30pm at DMA.*

- Th, June 9th: Peer Mentors & Values\*
- Th, June 16th: Connecting to Campus Resources
- Th, June 30th: Finances
- Th, July 7th: Stress Management & Mindfulness
- Th, July 21st: Online Resources & Study Skills
- Th, July 28th: Careers, Majors, Purpose

\*Parents are encouraged to attend June 9th meeting.

***All participants without unexcused absences will be entered into a raffle for a FREE COMPUTER!***

**De Marillac Academy Programa de Apoyo al Graduado  
TALLER DE SOPORTE DE VERANO**

*Queridos graduados, padres, y guardianes de DMA Clase de 2012,*

*El Programa de Apoyo al Posgrado (GSP) en De Marillac Academy se complace en ofrecer una nueva y excitante oportunidad este verano!*

**Metas y Objetivos**

*GSP continúa apoyando y guiando a los estudiantes después de la secundaria y a través de sus años de post-secundaria. Esto incluye el asesoramiento académico y personal, así como el apoyo financiero continuo (que se discutirá con más detalle en el taller de verano).*

*El taller de soporte de verano es un programa **obligatorio** diseñado por Nicole Bahbout, un estudiante en el Programa de Maestría Salud del Comportamiento en la Universidad de San Francisco. El propósito de este taller es educar y apoyar a los graduados de secundaria en las habilidades necesarias para el éxito post-secundaria y la vida, así como las habilidades esenciales para el logro educativo.*

*Los graduados aprenderán a:*

- *Conectar y aprender acerca de las experiencias de otros graduados de DMA*
- *Identificar los valores y la línea de acción*
- *Explorar en el campus y los recursos posteriores a la secundaria en línea*
- *Aprender planificación financiera y presupuestación*
- *Desarrollar habilidades de estudio pertinentes y las técnicas de manejo del estrés*
- *Examinar su "propósito de vida"*
- *Descubrir trayectos potenciales de carrera*

**Fechas Obligatorias**

*Tenga en cuenta que la asistencia es obligatoria para todos los estudiantes que se gradúan con el fin de continuar recibiendo el apoyo financiero de De Marillac Academy.*

*Todas las reuniones se llevarán a cabo de 3:00 pm - 5:30 pm en DMA.*

- *Jueves, 9 de Junio: Compañeros mentores y Valores \**
- *Jueves, 16 de Junio: Conexión con los recursos del campus*
- *Jueves, 30 de Junio: Finanzas*
- *Jueves, 7 de Julio: El manejo del estrés y la Atención*
- *Jueves, 21 de Julio: Recursos en línea y Habilidades de Estudio*
- *Jueves, 28 de Julio: Carreras, Especializaciones, Propósito*
  - *Se anima a los padres a asistir a la reunión del 9 de Junio.*

*Todos los participantes sin ausencias injustificadas serán introducidos en una rifa por una COMPUTADORA GRATIS!*

## Summer Support Workshop RSVP Form

Please **sign and return** this form to GSP Coordinator, Evan Vaughan, by **Wednesday, May 18th, 2016**.

**For additional questions or concerns, please contact Mr. Vaughan:**

(628) 333-0193 | [evan\\_vaughan@demarillac.org](mailto:evan_vaughan@demarillac.org)

I hereby understand that my attendance at the Summer Support Workshop is mandatory, and that any unexcused absence, may prevent me from receiving continued financial support from De Marillac Academy.

## Taller de Soporte verano Forma de RSVP

Por favor **firme y devuelva** este formulario al Coordinador de GSP, Evan Vaughan, a más tardar **el Miércoles, 18 de Mayo, 2016**.

**Si tiene preguntas o preocupaciones adicionales, por favor contacte al Sr. Vaughan:**

(628) 333-0193 | [evan\\_vaughan@demarillac.org](mailto:evan_vaughan@demarillac.org)

Por la presente, entiendo que mi participación en el Taller de Soporte de Verano es obligatorio, y que cualquier ausencia injustificada, puede impedir que me siga recibiendo apoyo financiero de De Marillac Academy.

---

Graduate's Printed Name  
Nombre Impreso del Graduado

---

Signature  
Firma

---

Date  
Fecha

---

Parent/Legal Guardian's Printed Name  
Padre/Tutor Nombre Impreso

---

Signature  
Firma

---

Date  
Fecha

## Appendix H

**Summer Support Workshop Evaluation Form**

**1) What is your overall assessment of the workshop? (1 = insufficient, 5 = excellent)**

1                      2                      3                      4                      5

**2) Now that you have completed the workshop do you feel more knowledgeable, confident, and prepared for your post-secondary plans?**

Strongly Agree   Agree                      Neutral                      Disagree                      Strongly Disagree

Explain: \_\_\_\_\_  
\_\_\_\_\_

**3) Please assess your level of competence for the listed skills pre- and post- workshop or write N/A if not applicable.**

1 - Little knowledge                      2 - Basic understanding and ability  
3 - Proficient ability and skills                      4 - Mastery and advanced practice

<b>Skill</b>	<b>Pre-workshop</b>	<b>Post-workshop</b>
Identify my most important core value		
Knowledge of varying campus resources		
Ability to find and use campus resources		
Prepare for living/housing arrangements		
Differentiate between loans, grants, work-study, and scholarships		
Know where to find financial support		
Budgeting		
Identify stress		
Practice mindfulness		
Label emotions		
Write a professional email		
Manage time		
Take notes		
Identify a career/major of interest		
Find a job		
Write a resume		
Public speaking		

**4) Did the workshop achieve the programme objectives?**

*Objective: To educate and support high school graduates on the necessary daily skills for post-secondary success and essential academic skills for educational attainment.*

Strongly Agree Agree

Neutral

Disagree

Strongly Disagree

Explain: \_\_\_\_\_

\_\_\_\_\_

**5) Which topics/aspects of the workshop did you find most helpful for your post-secondary plans?**

- \_\_\_\_\_
- \_\_\_\_\_

**6) Which topics/aspects of the workshop did you find least helpful for your post-secondary plans?**

- \_\_\_\_\_
- \_\_\_\_\_

**7) How do you think the workshop could have been made more effective?**

\_\_\_\_\_

\_\_\_\_\_

**8) Did the workshop days and times work well for you?**

Yes

Somewhat

No

What days/times would have worked better?

\_\_\_\_\_

**9) Comments and suggestions (including activities or topics useful for the future):**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**THANK YOU!**